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ABSTRACT

This book provides insights into how one state department of education perceived its role in the interpretation and implementation of educational reform legislation. It is based on the experiences of a former state department of education employee and her coworker, who were hired to administer three new programs to increase teacher retention--a career ladder, tuition reimbursement, and a teacher-scholarship program. It describes how a state's educational agency encountered difficulties in implementing new school-reform legislation due to limited resources, a lack of consensus on program goals, failure by the state to provide administrative leadership, and a bureaucratic mindset. The state agency was unable to shift from its regulatory role to one that provided technical support to the schools. The lack of resources and heavy workload led to conflict among state workers and their superiors and to a greater job turnover among state workers. Superiors did not help subordinates make the job more meaningful, nor were their subordinates' suggestions solicited. Gender bias, in the form of a predominantly male network, also hindered implementation. Seven figures are included. (Contains 92 references.) (LMI)

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